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ABSTRACT

The National Council for Accreditation of Teacher Education (NCATE) developed new standards to contribute to reform in teacher education. However, during the first 2 years of implementing the new standards, a large number of colleges were turned down, in part because of a lack of guidelines and conceptual clarity. Significant to these standards is the preparation of a knowledge base for which there is conceptual confusion. A design for a self-study at larger teacher education programs has been developed and described; this paper describes a model for developing an NCATE self-study for a middle or small sized program. Otterbein College (Ohio) developed a 3-stage model, implemented over a 3-year period, for self-study of its status with regard to NCATE standards. The program model maximizes input from three sources: professional education faculty, liberal arts faculty, and cooperating practitioners. In stage 1, education faculty studied and measured existing offerings against certain established characteristics of a knowledge base. Liberal arts faculty reviewed general program objectives, objectives specific to their teaching areas, and admissions requirements. Practitioners, through an advisory committee, listed characteristics of successful beginning teachers and related these characteristics to admissions requirements and program goals. In stage 2 a curriculum alignment study was conducted, and discrepancies between state and NCATE guidelines and present offerings were identified. Stage 3 involved the education department in drafting and redrafting a document, eventually reaching consensus. All aspects of the process and the minutes of the initial faculty meeting are presented in five tables. (IAH)

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BUILDING CONSENSUS: ARTICULATING A KNOWLEDGE BASE FOR TEACHER EDUCATION

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BUILDING CONSENSUS: ARTICULATING A KNOWLEDGE BASE FOR TEACHER EDUCATION

INTRODUCTION

The rigorous new standards of the National Council for Accreditation of Teacher Education (NCATE) were developed to contribute to reform in teacher education. The new Category I Standard requires a knowledge base for professional education (*i.e.*, curriculum redesign process) and Category II Standard requires a connection between preparation and practice. NCATE's voluntary membership is expansive with nearly 80 percent of all teachers in the United States graduating from the 550 NCATE accredited institutions. However, during the first year of implementing the new standards, nearly one third of those colleges up for reaccreditation were denied approval (Viadero, 1989) and in the second year, one fifth of the institutions were turned down (Viadero, 1990).

Contributing to the failure are a lack of guidelines and conceptual clarity. Wilkerson reported that there are few models in the literature for approaching self-study and that none provided a simplified structure that could guide the efforts or be successfully replicated (1991). Significant to the new standards is the preparation of a knowledge base for which there is conceptual confusion. Many disparate explanations surface when comparing key pieces regarding the knowledge base (*e.g.*, Smith, 1983; NCATE Standards, 1987; Reynolds, 1989; Valli and Tom, 1988; Galluzzo and Pankratz, 1990). Nonetheless, Wilkerson (1991) presented a design that was implemented and appropriate for a self study at large sized teacher education programs.

FOCUS OF THIS PRESENTATION

The purpose of this presentation is to describe a model for developing an NCATE self-study for a middle or small sized teacher education program.

In order to "ensure" that a sound program model has been adopted, the College's Teacher Education Program operates under a structure which maximizes input from three sources: professional education faculty, liberal arts faculty, and cooperating practitioners. Consensus-building within and across these constituencies took three years.

Each year represents a stage in the process. Stage One consisted of Education faculty studying and measuring existing offerings against the characteristics of a knowledge base established by Valli and Tom (1988). Liberal arts faculty reviewed general program objectives, objectives specific to their teaching areas, and admission requirements. Practitioners, through an advisory committee, listed characteristics of successful beginning teachers and related these characteristics to admission requirements and program goals. In general, the three constituencies looked at and defined the status quo. By attending to what was in place, consensus could be reached.

Table 1 shows who contributed to the Knowledge Base and Table 2 displays what occurred during Stage One.

Table 1

Contributors to the Knowledge Base

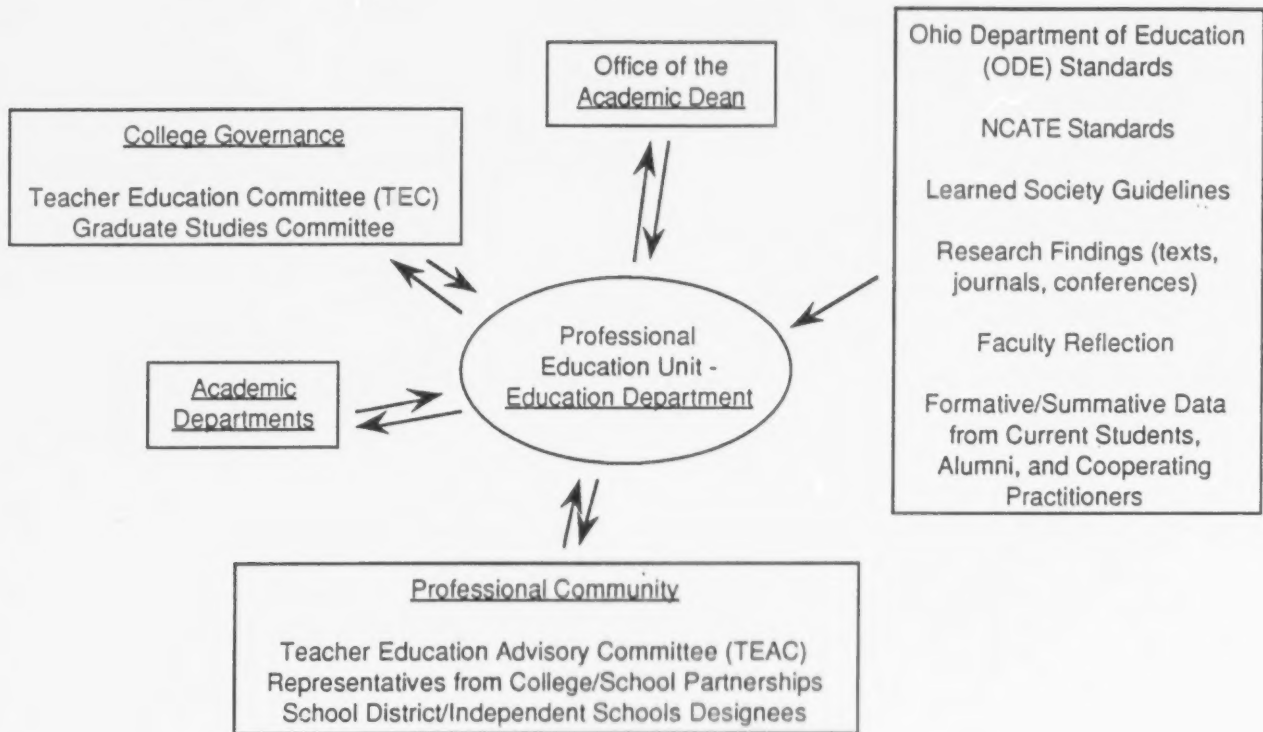


Table 2

Developing a Knowledge Base for Teacher Education
at Otterbein College: An Overview

College Community	Education Dept.	Practitioners	Yr
<u>Teacher Education Committee</u> • Review program objectives • Review admission requirements	• Reflect on 5 criteria for Knowledge Base (Valli & Tom) in relationship to courses and experiences provided • Examine and refine courses for congruence between objectives, evaluation procedures, and field and clinical requirements • Analyze present offerings in order to determine needs • Develop operational definitions for clinical and field experiences and establish objectives with evaluation procedures based on theory, research, and best practice for these experiences • Differentiate between undergraduate and graduate programs: load, faculty development, curriculum/ instruction • Representatives attend national conferences of AACTE and ATE and other learned societies	<u>Teacher Education Advisory Committee</u> • Articulate characteristics of successful beginning teachers • Provide suggestions related to minority recruitment/ retention <u>Cooperating Practitioners</u> • Meet with Westerville Central Administrative Staff, Otterbein College President, and Education faculty • Review feedback from cooperating teachers and use to identify program strengths/weaknesses (on-going)	1 9 8 8 t o 1 9 8 9

Stage Two brought a shift in focus from the internal operation to external guidelines. As the College prepared for a State Department of Education site visit and particular departments worked on NCATE curriculum folios, gaps between current and suggested offerings were identified. In addition, a curriculum alignment study using a model developed by English(1983), was conducted by Education faculty using course material and NTE model tests. Feedback from the on-site evaluation was shared across constituencies; folio critiques were discussed with specific departments; and results of the alignment were distributed and reviewed in Education Department meetings.

Table 3 (pages a-b) indicates the occurrences of Stage Two.

Table 3 (a)

**Developing a Knowledge Base for Teacher Education
at Otterbein College: An Overview**

College Community	Education Dept.	Practitioners	Yr
<u>Teacher Education Committee</u> • Review and approve program goals/objectives; "Knowledge Base Working Paper" • Participate in Ohio Dept. of Education site visit • Follow up on site visit report	• Appoint Task Forces: Honors, Middle School, Thesis/Action Research, Follow-Up on Graduates, MAT: Long-Range Plans • Review/revise "Knowledge Base Working Paper" • Approve long-range plan for Teacher Education • Identify gaps and make decisions on curriculum modifications based on curriculum alignment study courses with NTE Professional Knowledge sample test • Refine written guidelines for all field experiences • Explore option of a joint program (2+2) with Columbus State Community College in order to 1) attract minorities; and 2) strengthen Pre-K Endorsement	<u>Teacher Education Advisory Committee</u> • Review/revise "Knowledge Base Working Paper" • Participate in Ohio Dept. of Education site visit • Debrief post-visit and make recommendations <u>Cooperating Practitioners</u> • Northland High School (Columbus) Discuss with Linda Bixby, teacher, notion of an Urban Field Center to be piloted 1990-1991 • Linmoor Middle School (Columbus) Discuss with George Rich, Principal, the creation of Linmoor/Otterbein Scholars Program for select youngsters from low SES backgrounds to be piloted 1990-1991	1 9 8 9 t o 1 9 9 0
<u>Department Liaisons</u> • Organize necessary meetings to conduct self-study and prepare Curriculum Folios			
<u>Academic Dean</u> • Develop Long-Range Plan for Teacher Education with Education Dept. Chair for Dept., Advisory Committee, and Teacher Education Committee consideration • Follow up on Ohio Dept. of Education site visit: Dean attends Education Dept. meeting			
<u>General Education; Integrative Studies (I.S.)</u> • "Knowledge Base Working Paper" approved by I.S. Chair and I.S. Advisory Committee			

Table 3 (b)

College Community	Education Dept.	Practitioners	Yr
<u>Teacher Education Committee</u> • Volunteer to serve on task forces: Multicultural, Knowledge Base, Elementary Self-Study, Follow-Up on Graduates • Review and approve all knowledge base materials • Make recommendations for Action Plan <u>Department Liaisons</u> • Work on making adjustments to course of study if out of compliance with learned society guidelines <u>Academic Dean</u> • Approve policies/procedures for graduate program including load	• Volunteer to serve on task forces: Multicultural, Knowledge Base, Elementary Self-Study, Follow-Up on Graduates • Codify policies/procedures related to graduate program: Thesis Manual, Faculty Guidelines (including load) • Review Galluzzo & Pankratz (1990) - 5 Attributes of Knowledge Base • Review thoroughly knowledge base assumptions (full-day session with Larry Cox, Associate Professor, Psychology Dept., acting as facilitator) • Finalize Graduate Program assumptions • Complete sub-task force work: MAT, MAE: Reading, MAE: Curriculum & Instruction, MAE: Teacher Leadership & Supervision • Make recommendations for Action Plan • Complete curriculum matrix for all professional education offerings; identify discrepancies; reach consensus • Revise syllabi of all courses based on knowledge base assumptions and curriculum matrix	<u>Teacher Education Advisory Committee</u> • Volunteer to serve on task forces: Multicultural, Knowledge Base, Elementary Self-Study, Follow-Up on Graduates • Review and approve all knowledge base materials • Make recommendations for Action Plan <u>Cooperating Practitioners</u> • Conduct needs assessment related to Graduate Program with cooperating school districts • Education students and faculty meet with representatives from Dublin City Schools • Education faculty meet with representatives from Westerville City Schools • Establish Northland Urban Field Center - Linda Bixby, liaison, attends Education Department meetings • Begin Linmoor/Otterbein Scholars Program with 12 7th grade pupils - hold regular meetings between school staff and Education faculty	1 9 9 0 t o 1 9 9 1

The final stage, Stage Three, was the most difficult. The program model had to crystallize to the point that it could be communicated on paper. To aid in this task, the Education faculty referred to the attributes of a knowledge base identified by Galluzzo and Pankratz (1990). Input on what "should be" was, at times, contradictory. The consensus built across the first two years became fragile. Working as a "committee of the whole," Education faculty agreed upon themes and general assumptions; working committees, made up of members of the three constituencies and students, developed these assumptions, identified source documents, and produced drafts. Through extended discussion, re-drafting, compromise, and an underlying sense of community, consensus was reached.

Table 5 (pages a-d) is a copy of the minutes from the all day faculty meeting where the model was conceived.

Table 5 (a)

EDUCATION DEPARTMENT MEETING MINUTES November 30, 1990

- Agenda:
1. Initial Set of Assumptions
 2. Organizing Theme
 3. Program Outcomes
 4. Knowledge Base - Source Documents
 5. Tentative Program Model

Organizing Themes: (Roles of the teacher & Teacher/Learner are...)

Brainstorming produced the following items:

- | | |
|------------------------------|--|
| 1. Teacher as decision-maker | 14. Teacher as citizen |
| 2. Scholars | 15. Teacher as technologist |
| 3. Community leaders | 16. Diagnostician |
| 4. Reflective practitioner | 17. Teacher as unique (being) |
| 5. Researcher | 18. Manager |
| 6. Life-long learner | 19. Co-learner/explorer |
| 7. Self-actualization | 20. Teacher as source of curriculum |
| 8. Genderless/androgynous | 21. Creator |
| 9. Celebrate diversity | 22. Global perspective |
| 10. Teacher as connector | 23. Visionary |
| 11. Facilitator | 24. Collaborator |
| 12. Change agent | 25. Ethnographer/Anthropologist/
What vs. How |
| 13. Communicator | 26. Empathic |

The items were then placed into six groupings.

- | | |
|-----------|--------------------------|
| Group I | 2, 5, 6, 20 |
| Group II | 8, 9, 22, 25 |
| Group III | 3, 12, 14, (21), 23 |
| Group IV | 10, 11, 13, 19, (21), 24 |
| Group V | 1, 15, 16, 18 |
| Group VI | 4, 7, 17, 26 |

It was decided that the draft document "Guiding Assumptions Revised: Undergraduate and MAT Programs" produced by the MAT Task Force would be used as means of comparing assumptions. Under Assumptions About Teacher Education Candidates it was noted that two items needed to be added to the list. They were 1) moral character; community citizen and 2) comfortable in group situations; comfortable with people. Under Assumptions About Teacher Education items dealing with 1) collaboration: within departments; interconnectedness; interdisciplinary and 2) diversity; global perspective. It was also felt that the first two items about the student's belief system could be combined. Also, the developmental issue needed to be inserted into the last item.

During this discussion a grid system was suggested which would make it easier for the group to see where the empty locations were. This grid also needed to include a new category called Assumptions About Schools. A sample grid was prepared during the break and is presented on the next page.

Table 5 (b)

	ASSUMPTIONS ABOUT T. E. CANDIDATES	ASSUMPTIONS ABOUT TEACHER EDUCATION	ASSUMPTIONS ABOUT T. E. GRADUATES	ASSUMPTIONS ABOUT SCHOOLS
Group I Scholars Researcher Life-long Learner Source of Curriculum				
Group II Genderless/Androgynous Celebrate Diversity Global Perspective Ethnographer/Anthropologist/ What vs. How				
Group III Change Agent Community Leaders Visionary Citizen * Creator				
Group IV Communicator Connector Facilitator Collaborator Co-Learner/Explorer * Creator				
Group V Technologist Diagnostician Manager Decision-Maker				
Group VI Reflective Practitioner Self-Actualization Unique (Being) Empathic				

Table 5 (c)

As an attempt to present one sentence as an organizing theme each person was asked to pick one item from the original list which they wished to be retained in the final statement. The items were:

Reflective practitioner	Change agent
Developmental	Decision-maker
Life-long learner	Diversity
Collaborator	Creator
Facilitator	

The organizing theme finally agreed to by the group is as follows:

The teacher education program is developmentally based, encourages critical reflection, and is committed to graduating entry-level teachers capable of creating and working within learning environments/communities/cultures which maximize the potential of all pupils/students.

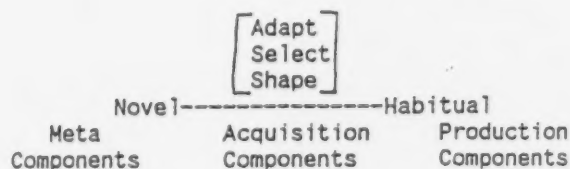
Discussion regarding a graphic followed. Patti Sizemore's design meets our needs. She will be working to perfect the drawing at which time she will make copies available.

A small group was given the task of filling in the grid and identifying areas which may need to have assumptions developed.

Respectfully Submitted,
Katherine G. Hudson

FOOD FOR THOUGHT

Robert Sternberg's Model:



Cognitive Realm	Empathy
Thinking	
Imagery	Intuitive
Affective	
Physical - bodily response	



Table 5 (d)

how to model - collaboration
 train
facilitate creativity/innovate/insight

[meta-level] { How to stay alive and vital
 resource identification development and
 utilization

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CONCLUSION

While no two institutions are identical, it is hoped the lessons learned over the three years of participation can be helpful to others.

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